



# RELATIONSHIP BETWEEN PSYCHOSOCIAL MATURITY AND CONFLICT RESOLUTION MANAGEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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## ABSTRACT

The study tries to find out the relationship between psychosocial maturity & conflict resolution capacity of adolescent students. A survey technique was used to conduct the study. The sample consists of 600 students from different areas of Kerala state. It is found that relationship of Psychosocial maturity with conflict management capacity for most of the adolescents, except some samples. Thus the findings revealed that social environment should create healthy atmosphere to make the psychosocial wellbeing of younger generations in different ways.

**KEYWORDS:** Psychosocial Maturity, Conflict Management Competency, Emotional Wellbeing, Higher Secondary Students.

## INTRODUCTION

Education can be considered as a system of instruction established to impart knowledge, develop skills and inculcate values in individuals especially in young people through varied practices. The basic aims and objectives of education include acquisition of knowledge, behavior, modification, preservation, transmission and transformation of culture, vocational training for livelihood and self realization. Education is the tool which helps in the process of socialization of individuals. Hence education is an inevitable aspect of the life of a person in the modern world. Education makes an individual vocationally self dependent, intellectually mature, socially efficient, culturally refined, morally virtuous and spiritually advanced. Responsibility for the socialization of children and for teaching academic skills have been located in two separate institutions. They are school and family. Family has been regarded as the central agent controlling the child's personal and social growth. Keeping pace with the demand for modern education has led to the greater participation of family in the education of children. The role of parents in managing children's educational experiences at home has long been considered crucial for children's success in school.

Bhat and Aminabhavi (2011) in their study supports that the home environment can be a strong source of support for developing adolescents and providing close relationships, strong parenting skills, good communication, and modeling positive behaviour, so that modifications in the home environment can be made to make it more favourable for the enhancement of psychosocial competence.

Adolescence is the crucial stage of an individual in contemporary society. It is the age of discovery and dreams. Adolescence is a period of physical change and biological change which may lead to confusions, tensions, frustrations and feelings of insecurity. Of all life-stages, except childhood, adolescence is the one most marked by rapid and potentially tumultuous transition (Williams, Holmbeck, & Greenly, 2002). This is to be seen in the domain of biological development where the changes are physically externally manifest as well as in the progression of both cognitive and psychosocial maturity from that of childhood to that of the fully functioning adult (Byrne, Davenport, & Mazanov, 2007).

In our society adolescents have to face many conflicts day by day. Conflict must escalate and lead to nonproductive results. So there is a need to resolve effectively these conflicts in a fruitful way. But in another sense, these conflicts may sometimes lead to better results and a final solution to problem. Conflict triggers strong emotions and lead to hurt feelings, disappointment and discomfort. When it is handled in a healthy manner it increases our understanding of one another, builds trust and strengthens our relationship bonds. There are lots of problems such as peer pressure, substance abuse, sexual harassment etc increasing day by day on adolescents that we can see in newspapers everyday. This can be removed by the development of psychosocial maturity and giving training in resolving conflicts. Thus this study will highlight the need of cultivating the competency of conflict resolution & psychosocial wellbeing of recent era.

## THEORETICAL VIEWS OF VARIABLES.....

### Psychosocial Maturity.

Psychosocial means that the stage of a person's life from birth to death are formal by social influences interacting with a physically and psychologically mature organism. Psychosocial maturity is a term used to describe the individual's basic level of adaptive functioning and socio-emotional competence (Galambos & Costigan, 2003).

The concept of Psychosocial maturity capture to form effective social relationships and to invest in the survival of society (Greenberger & Sorenson, 1974). Psychosocial maturity includes two main components of development; autonomy and social responsibility. Both aspects should be encouraged during youth in order to become an adult with the ability to achieve personal objectives and the goals of society.

Psychosocial maturity includes acquisitions in several areas of development that are consistent with the three dimensions of maturity. These acquisitions include

- The ability to function independently (individual adequacy).
- The ability to communicate and interact with others (interpersonal adequacy)
- The ability of social responsibility and the formation and maintenance of effective social relationships. (social adequacy).

Thus psychosocial maturity includes individual adequacy, interpersonal adequacy and social adequacy.

### Individual adequacy

Individual adequacy means the capacity of an individual to function adequately on one's own. Individual adequacy consists of three components. They are self reliance, work orientation and identity.

### Self reliance

Self reliance is defined as a person's willingness to take the initiative without allowing others to exercise excessive control. The excessive need for social validation is absent.

### Identity

Identity is defined as the adolescent's knowledge of himself or herself. Individuals who know who they are, what they believe, what they want and who have a sense of their worth as person then that person have a stable identity.

### Work orientation

The individual's willingness to fulfill his or her own obligations is known as work orientation. Work orientation can be used to describe the following traits of an individual. They are general task or work skills, standards of competent task performance and the capacity to experience pleasure in work. Work orientation plays a role in some aspects of adequate individual functioning.

### Interpersonal adequacy

Interpersonal adequacy means the capacity of an individual to interact adequately with others. Indicators of this capacity are attributes that contribute to an individual's stability, predictability, and trust in others.

### Communication skills

It is an ability to express ourselves both verbally and non verbally in ways that are appropriate to our cultures and situations. It enables us to express opinions, desires, needs and fears appropriately.

**Enlightened trust**

The capacity to rely on others when necessary is perhaps the most fundamental aspect of trust. An intellectual or factual or well informed reliance on another person or entity is known as enlightened trust.

**Knowledge of major roles**

Knowledge of social norms concerning role performance is likely to stabilize social relationships and to render them more predictable than they otherwise would be. Knowledge of roles involves awareness of obligations inherent in current definitions of major roles and the awareness of priorities that govern the management of role conflicts.

**Social adequacy**

Social adequacy is the capacity to contribute to social cohesion. Social cohesion is defined as the capacity of citizens living under different social and economic circumstances to live together in harmony with a sense of mutual commitment (Canadian senate). It is an indicator of a developed and interactive society and is perceived as a helping agent in the achievement of knowledge.

**Conflict Resolution Management.**

Successful conflict resolution occurs by listening to and providing opportunities to meet the needs of all parties and to adequately address interests, so that each party is satisfied with the outcome (Weaver, 2003). Conflict resolution management implementing strategies to limit the negative aspects of conflict and to increase the positive aspects of conflict at a level equal or higher than where the conflict is taking place. Furthermore the aim is to enhance learning and group outcomes (effectiveness or performance in organizational setting).

Conflict may be defined as a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Conflict is more than just a disagreement. Or it is a situation in which one or both parties perceive a threat. Conflict arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal and relational need is at the core of the problem—a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy. There are several causes of conflict. Conflicts usually occurs two or more groups in opposing views. It also related to mediatory interference. Conflicts can occur at home between family members, at the workplace between colleagues, at school between classmates, and literally anywhere humans are involved. No one likes dealing with conflict, but conflicts can be solved easier when conflict resolution skills are applied. Kenneth Thomas and Ralph Kilmann(2012) found that there were five main styles of conflict resolution. The first identified style was a competitive style. People who tend to lean toward this style usually are use to operating from a position of power. This style is useful in emergency situations. The second identified style was a collaborative style.

**Objectives...**

The major objectives of the study are:

- To study the relationship between psychosocial maturity, and conflict management of higher secondary school students.
- To find out if there exists any significant relationship in the scores of psychosocial maturity and conflict resolution management of higher secondary school students for the total sample and the relevant subsamples, based on gender, religion, type of management of institution, and subject of specialization.

**METHODS & MATERIALS..**

Survey technique was used to conduct the study.

**Participants**

The population of the study is higher secondary school students. The sample for the present study consist of 600 higher secondary school students which were selected from 12 higher secondary schools from three districts of kerala . The samples were selected under stratified sampling technique by giving due representation to the factors like gender of the pupils, locale of the school, religion, type of the school management and subject of specialization.

**Instruments**

For the purpose of collection of data related to the present study, the following tools were employed.

- Psychosocial maturity scale (Jaseena & Divya, 2014)
- Conflict resolution management scale (Bindu & Divya, 2011)

**Psychosocial Maturity Scale**

The scale consist the statements regarding the identified nine components viz., self-reliance, identity, work orientation, communication skills, enlightened trust, knowledge of major roles, social commitment, openness to sociopolitical change and tolerance of individual and cultural differences as the variable psychosocial maturity used for preparing the scale. It was a five point scale which include 67 questions out of 40 items were positive and 29 items were negative. The reliability

of the scale was done through cronbachs alpha, it was found 0.903 and it suggest the scale was highly reliable.

**Conflict Resolution Management Scale**

In the present study, conflict resolution management scale was adopted which is developed by Bindu and Divya (2011). This scale developed on the basis of five components such as Communication, Problems solving, Empathy, Emotional management and Effective Decision making. It consist of 60 questions out of 35 were positive and the rest are negative.

**Data Analysis**

The collected data was analysed through the statistical techniques – preliminary analysis & correlation.

**Table 1**  
**Correlation between Psychosocial maturity and conflict resolution management of higher secondary school students**

Sl. No.	Sample	N	Coefficient of correlation (r)
1	Total sample	600	0.704
2	Male	271	0.686
3	Female	329	0.675
4	Urban	238	0.699
5	Rural	362	0.712
6	Science	187	0.772
7	Commerce	182	0.697
8	Humanities	231	0.683
9	Government	225	0.695
10	Aided	293	0.676
11	Unaided	82	0.802
12	Hindu	277	0.645
13	Muslim	275	0.731
14	Christian	48	0.808

**RESULTS & DISCUSSION**

From the Table 1, it can be seen that the coefficient of correlation between psychosocial maturity and conflict resolution management in the case of total sample is 0.704 which is greater than the tabled value 0.115 (critical values for person's product moment correlation 'r') for N=600. The value obtained, suggest that the relation between the variables are significant at 0.01 level. The direction and magnitude of 'r' indicates existence of a positive and high relationship between the variables. That is for an increase or decrease in on variable there will be a corresponding increase or decrease in the other variable. So the relationship between variables psychosocial maturity and conflict resolution management of higher secondary school students are significant at 0.01 level and high.

Also found that, the coefficient of correlation between the two variables for the subsample male is 0.686 (>0.234) for N=271. This indicates that in the case of subsample male, the two variables are significantly related. The magnitude suggest that the relationship is high. This shows that an increase or decrease in one variable, there will be a corresponding increase or decrease in other variable.

From the analysis it is evident that coefficient of correlation between the variables, psychosocial maturity and conflict resolution management for female is 0.675 which is greater than 0.300 (critical value for 'r'). That means it is significant at 0.01 level. So the relationship between variables for female students are significant positive and high.

The coefficient of correlation between the variables psychosocial maturity and conflict resolution management among 238 urban students is 0.699. The value obtained suggest that this is significant at 0.01 level because the critical value for coefficient of correlation for N=238 is 0.292 which is less than the obtained value. The sign and magnitude of 'r' suggests that the relationship is positive and high. That means and increase in one variable will result in an increase in other variable.

The coefficient of correlation between the variables psychosocial maturity and conflict resolution management of rural students is 0.712 (>0.183) for N=362. The obtained value is significant at 0.01 level. The sign and magnitude of 'r' suggests that the relationship is positive and high.

The coefficient of correlation between the two variables of science, commerce and humanities higher secondary school students are 0.772, 0.697 and 0.683 respectively. The three values shows that the relationship is high and, positive and significant at 0.01 level.

The coefficient of correlation between the two variables psychosocial maturity and conflict resolution management of higher secondary school students belong-

ing to the religious Hindu, Muslim and Christian are 0.645, 0.731 and 0.808 respectively. The values are greater than the critical values 0.182 and 0.361 at 0.01 level of significance. This shows that the relationship is high and positive.

### CONCLUSION.

In the preliminary analysis it is found that higher secondary school students are above average in their psychosocial maturity and conflict resolution management.

The coefficient of correlation between psychosocial maturity and conflict resolution management of higher secondary school students for the total sample and relevant subsamples are high and positive. Also found the relationships are significant in case of some samples. Thus implies the importance of keeping psychosocial level of adolescents should be relaxable. It help them to improve the conflict management capacity. So in such a situation the students must posses an average level of psychosocial competency to deal with todays challenges effectively.

- Learning experiences should be based on the needs of the students. It will provide a chance to exhibit their talents and emotions. This will develop their confidence and mental maturity.
- Train students to set goals based on their desires and passions, it will give them self confidence to work for their goals and to make a life oriented generation.

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